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ABSTRACT

GRADES OR AGES: Grade 8. SUBJECT MATTER: Social Studies--You and Man in the Western World. ORGANIZATION AND PHYSICAL APPEARANCE: The guide contains five units: 1) cultural orientation; 2) social studies dimensions in Western Europe; 3) social studies dimensions in Eastern Europe and Soviet Union; 4) social studies dimensions in Latin America; and 5) social studies dimensions in Anglo-America. Each unit contains material on suggested concepts to be developed, scope and sequence, problem areas, activities, resources, and vocabulary. The guide is lithographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: Broad objectives, and specific and general skills expected to result from the course are detailed in the introductory material. Each unit has lists of suggested activities and additional activities. INSTRUCTIONAL MATERIALS: Resources listed for each unit include books, tapes, records, and filmstrips. STUDENT ASSESSMENT: Very brief suggestions for evaluation are included. (MBM)

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PARSIPPANY-TROY HILLS TOWNSHIP

EIGHTH GRADE SOCIAL STUDI

YOU AND MAN IN THE WESTER

A CULTURAL APPROACH

SP007346

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EDUCATION & WELFARE
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A CULTURAL APPROACH

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COMPLETED: Summer 1970

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PHILOSOPHY

Our challenge, through all the aspects of social science, is to guide and stimulate our young people toward a goal of social, emotional, physical, and intellectual maturity, thereby motivating them constantly to revaluate their philosophies of life.

In addition, we believe that.....

> "No man is an island, entire of itself; every man is a piece of the continent, a part of the main. If a clod be washed away by the sea, Europe is the less, as well as if a promontory were, as well as if a manor of thy friend's or of thine own were. Any man's death diminishes me, because I am involved in mankind, and therefore never send to know for whom the bell tolls; it tolls for thee".
>
> John Donne (from "Devotions upon Emergent Occasions)

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TO THE TEACHER

The Curriculum Committee has developed this Junior High School Social Studies course of study from the guidelines established by the recommendations of the Block-of-Time 7 - 12 Curriculum Committee and submitted to the Parsippany-Troy Hills Board of Education.

The committee started with the broad outline as suggested in the guidelines and used the recommendations of the various teacher committees in developing the units to their present stage.

It is sincerely hoped that these units will constitute a beginning from which you will further develop and improve the eighth grade social studies curriculum.

We also hope you will find that this curriculum, with its suggested problem areas, activities, and resources presents an excellent opportunity for you to improve meaningfully your students' social studies experiences.

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EIGHTH GRADE

BROA

1. To understand the meaning of culture.
2. To develop an understanding of the important
3. To gain an awareness of the similarities amo give up one's own customs, etc.)
4. To develop an awareness that no matter whe
5. To develop an understanding of the causes of t
6. To develop an understanding that no culture is
7. To develop a respect for the worth and dignity
8. To develop a realization of the interdependenc
9. To develop an awareness that our existence de ductive survival.
10. To develop an understanding that we cannot be
11. To develop an understanding that our heritage
12. To develop an awareness of intolerance and its
13. To explore the future needs of man.
14. To develop self-understanding.

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BROAD AIMS

stand the meaning of culture.

p an understanding of the important role played by culture in determining what people do and how they think.

n awareness of the similarities among men (e.g. needs, desires, frustrations, traditions, unwillingness to
ne's own customs, etc.)

p an awareness that no matter where in the world, man must learn to live in harmony with his natural environment.

p an understanding of the causes of the various types of conflicts among men.

p an understanding that no culture is in itself backward or completely unique.

p a respect for the worth and dignity of the individual, regardless of the individual's ethnic background.

p a realization of the interdependence of the cultures of the western world, economically, politically, and socially.

p an awareness that our existence depends upon cooperation among the peoples of the (western) world for pro-
rvival.

p an understanding that we cannot be isolated but must relate to world problems and seek peaceful solutions.

p an understanding that our heritage as Americans is based upon the contributions of numerous nationalities.

p an awareness of intolerance and its consequences.

e the future needs of man.

p self-understanding.

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EIGHTH GRADE SOCIAL STUDIES

COURSE OUTLINE

YOU AND MAN IN THE WESTERN WORLD

I. CULTURAL ORIENTATION UNIT

II. SOCIAL STUDIES DIMENSIONS IN WESTERN EUROPE

III. SOCIAL STUDIES DIMENSIONS IN EASTERN EUROPE AND SOVIET UNION

IV. SOCIAL STUDIES DIMENSIONS IN LATIN AMERICA

V. SOCIAL STUDIES DIMENSIONS IN ANGLO-AMERICA

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EIGHTH GRADE SOCIAL STUDIES

SKILLS

SPECIFIC SKILLS

As a result of this year's experience, the student should be better able to:

Prepare written work well
Take notes effectively
Prepare oral and written reports
Prepare outlines
Use reference books
Use notes in preparing written reports
Prepare and read graphs, charts and maps
Read newspapers for news related to social studies units
Keep a well-organized notebook

GENERAL SKILLS

Every student should also develop his ability to:

Follow directions
Organize time and materials effectively
Use good study habits
Distinguish fact from opinion
Share group projects, committee work, debates and panel discussions
Develop listening, speaking and viewing skills
Interpret and paraphrase information from other sources
Develop completeness in reporting
Adjust reading skills to materials read
Use the library
Develop an awareness of values and attitudes
Develop critical thinking and problem-solving methods
Develop the uses of observation (remember, recognize, summarize, analyze, interpret, make application, evaluate)

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EIGHTH GRADE SOCIAL STUDIES

SCOPE AND SEQUENCE

I. CULTURAL ORIENTATION UNIT

II. WESTERN EUROPE

III. EASTERN EUROPE AND THE SOVIET UNION

IV. LATIN AMERICA

V. ANGLO-AMERICA

EACH OF THESE FIVE MAJOR UNITS TO BE DEVELOPED:

A. Historically
B. Culturally
C. Economically
D. Politically
E. Geographically

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UNIT I

CULTURAL ORIENTATION UNIT

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CULTURAL ORIENTATION UNIT

SUGGESTED CONCEPTS TO BE DEVELOPED

1. To understand the meaning of culture.

2. To develop an understanding of the important role played by culture in determining what people do and how they think.

3. To gain an awareness of the similarities among men (e.g. needs, desire, frustrations, traditions, unwillingness to give up one's own customs, etc.).

4. To develop an awareness that no matter where in the world man must learn to live in harmony with his natural environment.

5. To develop an understanding of the causes of the various types of conflicts among men.

6. To develop an awareness of intolerance and its consequences.

NOTE: This unit can be developed:

A. As separate unit
B. General orientation at beginning of school year
C. Introduction or lead-in to any or all units

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UNIT I CULTURAL ORIENTATION

SCOPE AND SEQUENCE

I. What is culture?

II. Is the statement "No man is an island " a true one?

III. How does the culture of the Western World affect your daily life?

IV. Many needs (e. g. food, clothing, shelter, etc.) of man are similar. How are these needs satisfied by various cultures?

V. How do landforms, weather, and water affect the development of a culture?

VI. Why do conflicts among men and nations exist?

VII. How do subcultures develop?

Suggested Problem Areas

I. What is culture?

II. Is the statement "No man is an island" a true one?

III. How does the culture of the Western World affect your daily life

IV. Many needs (e. g. food, clothing, shelter) of man are similar. these needs satisfied by various cultures?

V. How do landforms, weather, and water affect the development of

VI. Why do conflicts among men and nations exist?

VII. How do subcultures develop?

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EIGHTH GRADE SOCIAL STUDIES

UNIT I CULTURAL ORIENTATION

?

your daily life?

are similar. How are

development of a culture?

Suggested Activities

I. Have class reach a consensus as to the meaning of culture. Suggested definition:

> Culture is the way we live. It is the invisible framework of our social lives. The only physical appearance of this framework is in the customs of various groups.

II. Use John Donne's "No Man Is an Island" quotation. (Perhaps an explanation of who John Donne is and the circumstances surrounding the writing would make this activity relevant).

A. What does this mean?
B. Is it true? Why or why not?
C. What specific things can you think of that support this statement?

III. Ask students to think about the last 24 hours of their lives.

A. What kind of clothes did you wear?
B. What did you eat?
C. What activities did you take part in?
D. What are some of the places you went?

IV. Show pictures of different cultural groups. How does each group meet its needs (e.g. food, clothing, shelter, etc.)

A. Mexican
B. Eskimo
C. Indian

Suggested Gen

The Wide Wor
Chapter
Chapter
Chapter

Anglo-Americ
"Introdu

Anthropology

Newspapers

Magazines

Filmstrips:

#578 - O
#479 - L
#481 - C

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Suggested General Resources (Brooklawn)

The Wide World, Macmillan Co.
Chapter 1. "A New Way to Look at the World"
Chapter 8, "Piecing Together a World Picture"
Chapter 9, "The Meaning of Culture"

Anglo-America - Latin America, W. H. Sadlier Inc.
"Introduction: the World Around Us"

Anthropology in Today's World, AEP, See Part 2

Newspapers

Magazines

Filmstrips

#578 - Our Planet Earth - The Earth's People - w/record
#479 - Landforms and Man
#481 - Climate and Man

Suggested Activities

V. "Geography Island" - By use of a transparency and fact sheet develop inductively how a culture is formed.

VI. Ask students what conflicts or disagreements they experienced with friends or family during the summer?

VII. Develop a definition of a sub-culture

A. What factors make us belong to a culture?
B. What differences in the above factors would tend to separate certain people from the larger cultural group?
C. Certain groups or sub-cultures have developed distinct characteristics. Name some of these groups.
D. Display pictures of different U.S. citizens (e.g. Italian-American, Mexican-American, American Indian, American Hippie, Black American, Puerto Rican, Japanese-American, etc.) Ask students to classify them as to whether they are a member of the main U.S. culture group or a sub-culture group. From the results draw conclusions regarding stereotyping individuals or groups of people.

Suggested Ge

Books

Anthropol
World Res
Life in Eu
Soviet Uni
Caribbean

Tapes

Rhapsody

Records

Readings f
Gershwin

American,
Calypso-B

Filmstrips

#339 Hor
#277 An
#282 Me
#368 A M
#801 A F
#524 Esk
#526 Esk
#298 Esk
#855 The
#859 Pov
#44 The
#45 Mar
#40 Min
Ame

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GHTH GRADE SOCIAL STUDIES

Suggested General Resources (Central)

Books

Anthropology in Today's World, AEP (Set)
World Resources (Western Hemisphere) Ginn, (Set)
Life in Europe - Germany (Slow Readers) Fideler (Set)
Soviet Union, Fideler (Set)
Caribbean Lands, Fideler (Set)

Tapes

Rhapsody in Blue, T-13

Records

Readings from the Koran
Gershwin - An American in Paris, R-43
Porgy and Bess Suite
American, R-2
Calypso-Belafonte, R-21

Filmstrips

#339	Homes Around the World	#390	A Middle East City
#277	An Amazon Village	#99	Mountain Bread
#282	Mexican Children	#100	People of the Eastern Mediterranean
#368	A Mexico Trip	#101	The Water Jug
#801	A Ranch in Northern Mexico	#102	The Desert
#524	Eskimos of Alaska	#807, 814	Man's Development Series
#526	Eskimos of Alaska	#105	Life in Hot, Dry Climates:The River
#298	Eskimos of Alaska	#578	An Egyptian Family Today
#855	The Family: Changing Pattern	#82	Greece: Boats for Seafaring People
#859	Poverty-Problems & Promise	#87	Greek Village Life
#44	The People Problem	#609	The United Stated:A Regional Overview
#45	Man's Natural Environment	#295	Indian Life
#40	Minorities Have Made America Great	#868	Today's Farmer
		#909	Latin American Christmas

Additional Activities

1. Use quotation from Ralph Linton's, "The Study of Man", (Wide World, p. 150).

2. Analyze and review TV shows discussing how they portray or affect our culture.

3. List factors that transmit culture, e.g. family, laws, traditions, religions, customs, beliefs.

4. Have students write their own poem about man and culture after studying John Donne's "No Man Is An Island".

5. Ask students, in pairs, to draw freehand a map of the world. Compare their maps to an actual world map. Then distribute outline map of the world to be completed as directed to correct misconceptions.

6. Show slides or pictures of geographic terms. Have students identify the term.

7. Have students collect magazine or newspaper pictures illustrating the various geographic terms. Use for tackboard display or make scrapbooks.

8. Using individual atlases, have students attempt to identify cultural areas of the world. Have them justify their responses.

9. Discuss instances students know of where man has altered his natural environment to his needs and instances where man lives with what he has and adapts to it.

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Additional Activities

10. Plan a meal. Serve an international dinner
    a. International also means inter-cultural
    b. Discuss and study different customs in preparing, serving and eating.

11. (Possible) Religion is a key to culture.
    a. Arrange to attend services outside your own tradition. Greek Orthodox, American Negro, Quaker Meeting, Jewish.
    b. Write a report on what you observed and felt.
    c. Reports on various religions of the world.

12. Investigate influence of other cultures on the United States in present time. For example, revival of eastern culture in dress, etc., today.

13. Investigage reasons for the decline of various cultures.

14. Investigate the sub-culture of the American teenager with emphasis on parent-child "cultural" conflict.

15. Compare cultural aspect, such as dating customs and see how these differ around the world.

16. Simulation game - (Culminating activity)
    a. Groups study particular culture.
    b. A problem or situation is developed and they must act as a member of that culture would act.

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EIGHTH GRADE SOCIAL STUDIES

UNIT I CULTURAL ORIENTATION

VOCABULARY

Culture
Culture traits
Western World
Customs
Sub-culture
Stereotype
Conflict
Cultural geography
Habitat
Environment
Heredity
Natural Resources
Conservation
Revolution
Archeologists
Anthropologists

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EIGHTH GRADE SOCIAL STUD

SUGGESTED APPROACHES TO THE CULTURAL REGI

THE FOLLOWING ARE SOME SUGGESTED APPROACHES THAT MAY BE USED FOR

THESE MAY BE DONE BY INDIVIDUAL STUDENTS OR AS A GROUP PROJECT.

TRAVEL APPROACH

I. MOTIVATION

A. Have students imagine they are going to travel to a foreign country within

B. What should we know before we visit this country?

II. POSSIBLE PROCEDURE

A. Introduction of region

B. Selection of countries by students

C. Introduction to format of the guide
1. Cover
2. Table of Contents and Index
3. Content: "geographic, political, historical, economical, and cultural"
4. Art work - including "maps, drawings, graphs, and photos"
5. Bibliography

D. Teacher
1. Each of the five areas (geography, culture, history, economics, politi
2. This overview would be the basis for evaluation - testing, notebooks,

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EIGHTH GRADE SOCIAL STUDIES

PROACHES TO THE CULTURAL REGIONS OF THE WESTERN WORLD

PPROACHES THAT MAY BE USED FOR ANY OF THE UNITS THAT FOLLOW.

ENTS OR AS A GROUP PROJECT.

TRAVEL APPROACH

g to travel to a foreign country within one of the cultural regions being studied.

this country?

, historical, economical, and cultural"
awings, graphs, and photos"

y, culture, history, economics, political) could be introduced as a general overview to the region.
s for evaluation - testing, notebooks, etc.

E. Student
1. To be responsible for all overview material.
2. Research all five areas to include in brochure.
3. Select one area from brochure and present to class audio-visually after consult

III. PRESENTATION - Brief explanation of how the following areas apply to each student's cou

A. Geography
1. General map survey to point out important landforms
2. Climate
3. General resources
4. Major rivers
5. Major cities
6. Population of region

B. Culture

1. Customs
2. Language
3. Religion
4. Foods
5. Dress
6. Literature - drama
7. Housing
8. Transportation
9. Music
10. Art
11. Sports

C. History
1. People
2. Places
3. Events

D. Economics
1. Occupations
2. Major exports and imports
3. Major industries
4. Major agricultural products
5. Economic alliances

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rview material.
lude in brochure.
e and present to class audio-visually after consultation with teacher.

ow the following areas apply to each student's country. (This will help to structure each day's lesson).

out important landforms

6. Literature - drama
7. Housing
8. Transportation
9. Music
10. Art
11. Sports

E. Political
   1. Types of governments
   2. Outstanding political leaders
   3. Citizen involvement
   4. Military establishments
   5. Alliances and agreements

IV. ADDITIONAL ACTIVITIES

A. Write a letter home describing your trip.

B. Have students role play that they are a travel agent trying to convince people t

C. Oral reports on highlights of their countries.

V. CULMINATING ACTIVITIES

A. Identify problems of individual countries and develop a list of problems of the

B. Class recommendations for solutions of problems of countries and region.

VI. EVALUATION

A. Testing
   1. Written
   2. Oral
   3. Student developed

B. Discussions (perhaps in groups)
   1. In what ways have our studies of the regions proven successful?
   2. In what ways can we make a study of these areas more effective and intere

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our trip.

are a travel agent trying to convince people to travel to their country.

r countries.

untries and develop a list of problems of the cultural region.

ons of problems of countries and region.

s of the regions proven successful?
study of these areas more effective and interesting in the future?

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FAMOUS PEOPLE APPROA

I. POSSIBLE APPROACH

A. Teacher Role

1. Overview of region to be studied.
2. Question: What qualities makes one a famous person? (List qualities)
3. Question: Do conditions (cultural, political, geographical, economical and historical) pre-determine one's status?
4. Teacher might select a famous leader from an area other than that to be studied and trace the reasons why this person became famous using the five areas. (cultural, economic, geographic, historic, political).
5. Game - "Sell Your Personality". Student would present the pro and con about his famous person to class. Have other students bid for this leader.
6. Game - "Sign Game". Teacher to make up name tags of famous people. The name tag would be placed on the back of a student. The student, by asking questions, would have to guess who he represents.

A.

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FAMOUS PEOPLE APPROACH

a famous person?

olitical, geographical,
pre-determine one's

r from an area other
reasons why this person
(cultural, economic,

dent would present the
to class. Have other

ake up name tags of
be placed on the back
questions, would have

A. Student Role

1. Students to compile a list of famous people from the area to be studied. (Text, newspapers, etc.)
2. Students should collect pictures and articles on these personal ties to be used for display purposes, booklet, etc.
3. Student to select famous person and research his life in connection with the economic, cultural, political, and geographical conditions that affect his life.
4. Students could enter their research into a "Who's Who" booklet.
5. Students might explain why his famous person should be invited to a convention of outstanding leaders.
6. A debate or discussion between two leaders, e.g. Karl Marx and Adam Smith.
7. Program - "Meet The Press". Class as group of reporters question the famous person.

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EIGHTH GRADE SOCIAL STUDIES

REVOLUTION APPROACH

STATEMENT: Revolution encompasses all phases of civilization including not only the traditiona geographic, and cultural aspects as well.

"WHAT IS REVOLUTION?" - Revolution is sudden and often violent change in

Revolution may be gradual or evolutionary: cu ec

I. POSSIBLE PROCEDURE

A. Teacher
1. Introduce entire region for a general overview in relation to the five areas (geograph in the context of "revolution".

B. Student
1. Students would be responsible for all overview material for purposes of evaluation -
2. Student(s) would select one country at discretion of teacher and research in detail al historic, economic, political) and report on the revolutionary aspects of the area (s).
3. Student(s) would make an audio-visual presentation of their report after consultation

II. PRESENTATION

A. Geography
1. Review major geographic features of region being studied and emphasize those featur
2. Consider those revolutionary geographic features that man might have initiated himse

B. Cultural
1. Review major cultural features of region under study and emphasize those features th
2. Consider cultural changes in music, art, dress, foods, and general living standards

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REVOLUTION APPROACH

of civilization including not only the traditional historical-political concept, but the economic, s well.

Revolution is sudden and often violent change in an existing structure - political - French Revolution
geographic - volcanic

Revolution may be gradual or evolutionary: cultural - the arts
economic - Industrial Revolution

overview in relation to the five areas (geographically, culturally, historically, economically, politically)

overview material for purposes of evaluation - testing, notebooks, class discussion.
discretion of teacher and research in detail all, several, or one of the five areas (geographic, cultural, ort on the revolutionary aspects of the area (s).
presentation of their report after consultation with the teacher.

region being studied and emphasize those features that were, or are, revolutionary in nature.
nic features that man might have initiated himself, e.g. man-made dams, lakes, canals.

ion under study and emphasize those features that were, or are, revolutionary in nature.
rt, dress, foods, and general living standards.

C. Historical
   1. Review major historic events of the region and emphasize those events t
   2. Consider such revolutionary historical events as colonization, regional h movements within the region.

D. Economic
   1. Review major economic events of the region and emphasize those events
   2. Consider those revolutionary economic events that were, or are, indiger
   3. The Industrial Revolution with all its ramifications in such areas as tech and communications, might be considered in a revolutionary context.
   4. Also, consider economic alliances and agreements within the region.

E. Political
   1. Review major political events of the region and emphasize those events t
   2. Consider the revolutionary changes in types of government within the reg governments whose concepts were, or are, revolutionary.
   3. Also, consider regional political leaders whose leadership was, or is, p

OTHER POSSIBLE APPROACHES WH

I. PEACE CORPS

II. URBANIZATION

III. NEWSPAPERS (e.g. 16th century, 17th century, 18th century, etc.)

IV. PURSUIT OF HAPPINESS WITHIN A CULTURE

V. COMMON MARKET (To be used with Western Europe)

VI. WORLD'S FAIR

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of the region and emphasize those events that were, or are, revolutionary in nature.
istorical events as colonization, regional historical leaders, and historical-political

s of the region and emphasize those events that were, or are, revolutionary.
economic events that were, or are, indigenous to the region being studied.
all its ramifications in such areas as technology, occupations, education.
e considered in a revolutionary context.
nces and agreements within the region.

of the region and emphasize those events that were, or are, revolutionary.
anges in types of government within the region with perhaps a comparison of
were, or are, revolutionary.
cal leaders whose leadership was, or is, presently revolutionary in nature.

OTHER POSSIBLE APPROACHES WHICH MAY BE DEVELOPED

entury, 18th century, etc.)

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stern Europe)

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EIGHTH GRADE SOCIAL STUDIES

UNIT II

WESTERN EUROPE

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EIGHTH GRADE SOCIAL STUDIES

WESTERN EUROPE

SUGGESTED CONCEPTS TO BE DEVELOPED

1. The boundaries and location of Western Europe in the world.
2. The peninsular character of Western Europe and its effect on the people of the region.
3. The four physical regions of Western Europe and their characteristics.
4. The effect of the peninsular character of Western Europe on the Western World.
5. The effect of Western European culture on the culture of the Americas.
6. The effects of United States culture on the culture of Western Europe.
7. The contemporary problems and conflicts of Western European society.
8. The factors that may lead to the unification of Western Europe.
9. The barriers to the unification of Western Europe.
10. Americans choose Western Europe as a prime travel and tourist area because of our European heritage.
11. The consequences of sterotyped views of Americans and Western Europeans about each other.
12. Contemporary value differences among Americans and Western Europeans.

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UNIT II WESTERN EUR

SCOPE AND SEQUENCE

I. What physical factors have led to the cultural and geographic divisi

II. What is meant by the statement "Most Americans have European ro

III. To what extent has the culture of the United States influenced conte

IV. What benefits would derive from a "United States of Europe?"

V. Why does Western Europe attract tourists from the Americas?

VI. What benefits derive from eliminating our sterotyped views of West

VII. In what ways do Western Europeans display different values in their

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

UNIT II WESTERN EUROPE

SCOPE AND SEQUENCE

ve led to the cultural and geographic divisions of the countries of Western Europe?

cement "Most Americans have European roots?"

ulture of the United States influenced contemporary Western Europe?

ve from a "United States of Europe?"

e attract tourists from the Americas?

n eliminating our sterotyped views of Western Europeans?

Europeans display different values in their daily modes of living than do their American counterparts?

Suggested Problem Areas

I. What physical factors have led to the cultural and geographic division

A. Where is Western Europe located in the world?

B. What are the boundaries of Western Europe?

C. How has the peninsular character of Western Europe affected its

D. What are the four physical regions of Western Europe?

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EIGHTH GRADE SOCIAL STUDIES

UNIT II WESTERN EUROPE

ne cultural and geographic divisions of the countries of Western Europe?

ated in the world?

estern Europe?

cter of Western Europe affected its development?

gions of Western Europe?

Suggested Activities	Suggested Gener
I. A. Map possibilities 1. Outline 2. Relief 3. Resource 4. Population 5. Historic points of interest	TEACHERS ARE AUDIO-VISUAL FOR A COMPLE
B. Students deliver a "map talk" pointing out major geographical features.	BROOKLAWN: The Wide World "The Western Europe Weste
C. Charts and Graphs 1. Population 2. Characteristics of Western Europe's four physical regions 3. Natural resources 4. Tourist graphs over span of years 5. Economics - standard of living, income, etc. 6. Political - leaders and types of governments 7. Time lines 8. Immigrations to United States and world in general	Filmstrips: #161 #546 #547 #548 #173
D. "Where Am I" game. Review and identification of prominent geographical features	SEE BLOCK-OF JUNIOR SCHOLA "WESTERN EUI

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EIGHTH GRADE SOCIAL STUDIES

Suggested General Resources

TEACHERS ARE URGED TO CONSULT CENTRAL'S AND BROOKLAWN'S AUDIO-VISUAL HANDBOOKS AND THE MORRIS COUNTY FILM CATALOG FOR A COMPLETE LISTING.

BROOKLAWN:

The Wide World
"The European Culture Region", pages 196-281
Western Europe - Eastern Europe, W.H. Sadlier Inc.
Western Europe - Chapter 1, "Western Europe: The Edge of a Continent"
Chapter 2, "The People of Western Europe"
Chapter 3, "Western Europe: A Hopeful Modern World"
Chapter 4, "Production, Wealth, and Problems"

Filmstrips:

#161 - Ancient Rome - w/record
#546 - Twentieth Century Britain, Part I - w/record
#547 - Twentieth Century Britain, Part II - w/record
#548 - Twentieth Century Britain, Part III - w/record
#173 - Germany - A Key to Europe's Future

SEE BLOCK-OF-TIME BOOKLET FOR ADDITIONAL MATERIALS IN JUNIOR SCHOLASTIC, WORLD WEEK, AND SCOPE UNDER HEADING "WESTERN EUROPE".

Suggested Problem Areas

I. E. What are the characteristics of each of these physical regions?

F. How have the characteristics of each region affected the people a

G. What geographic conditions exist in Western Europe that caused E

II. What is meant by the statement "Most Americans have European roots"

A. What Western European ancestries make up American culture?

B. How have these ancestries influenced the development of America

III. To what extent has the culture of the United States influenced contempor

A. What cultural traits are similar?

B. What Western European cultural traits have resisted the United St

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EIGHTH GRADE SOCIAL STUDIES

ch of these physical regions?

ach region affected the people and culture of the area?

n Western Europe that caused Europeans to satisfy their desires outside of their own culture region?

mericans have European roots"?

s make up American culture?

ced the development of American culture in all fields (e.g. music, foods, art, literature, dress, etc.)?

ted States influenced contemporary Western Europe?

raits have resisted the United States influence?

Suggested Activities				Suggested Gener
				CENTRAL:
				Filmstrips:
II.	A.	1.	Make up a family tree or genealogical chart for each student's family.	#357 -
		2.	Have students submit questions to parents for purposes of discovering ancestral heritage - possibly from Western Europe.	#369 -
				#798 -
				#800 -
		3.	What items in the form of heirlooms might your family possess that would indicate heritage or way of life from Western Europe?	#1018
				ANCIENT GREE
		4.	List the countries that your parents and/or grandparents emigrated from.	#83 -
				#94 -
		5.	Pen Pal (pupil to pupil)	
		6.	List the nationalities of students, parents, and grandparents that would be representative of Western Europe.	Book Series:
				Scholastic World
				Fideler, A Study
	B.	1.	Have students prepare an exhibit of artifacts illustrating the influences of the Western European ancestry on American culture, (e.g. music, food, art, literature, dress, etc.)	
III.	A.		Research pictures showing United States influences on Western European countries. Have students explain and show them, using an opaque projector.	
	B.		Make a model or sketch of an area showing it before World War II bombings and rebuilding after the war.	
	c.		Collect current news articles or magazine clippings that express European views of American culture (e.g. New York Times, Saturday Review, U.S. News and World Report)	
	D.		Discuss the question "Is Britain being overwhelmed by American culture"?	

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

genealogical chart for

stions to parents for
ncestral heritage -
urope.
f heirlooms might
would indicate heritage
rn Europe?
ur parents and/or
rom.

tudents, parents, and
e representative of

exhibit of artifacts
of the Western
erican culture, (e.g.
ure, dress, etc.)

ited States influences
s. Have students
an opaque projector.

area showing it before
building after the war.

or magazine clippings
f American culture
day Review, U.S. News

n being overwhelmed by

Suggested General Resources

CENTRAL:

Filmstrips:

#357 - France: An Overview
#369 - Modern Greece
#798 - Germany: A Key to Europe's Future
#800 - The Rhone Valley in France
#1018 - The Low Countries

ANCIENT GREECE

#83 - The Glory That Was Greece
#94 - The Glory That Was Greece

Book Series:
Scholastic World Affairs Multi-text

Fideler, A Study in Depth - Series

Suggested Problem Areas

IV. What benefits would derive from a "United States of Europe?"

A. What characteristics does a cultural area need to be unified? (especiall

B. What attempts have been made already toward unification among countr

C. What benefits result from this unification?

D. What barriers may exist to prevent unification?

(Relate the above general responses to Western Europe)

V. Why does Western Europe attract tourists from the Americas?

A. What historical and geographical points of interests are in Western Eu

B. How does one's ancestral background influence one's travels?

C. What economic demands cause people to visit Europe?

VI. What benefits derive from eliminating our stereotyped views of Western Eur

A. How has the media in American culture created the stereotype of the W

B. How could these images be corrected?

C. How would this result in better understanding between the two cultural

VII. In what ways do Western Europeans display different values in their daily mo

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

United States of Europe?"

ltural area need to be unified? (especially economically and politically)

already toward unification among countries on common problems (e.g. Common Market, etc.)

unification?

event unification?

onses to Western Europe)

rists from the Americas?

al points of interests are in Western Europe?

ground influence one's travels?

people to visit Europe?

g our stereotyped views of Western Europeans?

culture created the stereotype of the Western European?

rected?

understanding between the two cultural regions?

isplay different values in their daily modes of living than do their American counterparts?

Suggested Activities

IV. A. Buzz groups to determine what characteristics are needed to unify a region.

B. Discussions and Panels
1. Can France go it alone in the world?
2. Is Western Europe any closer to political unity than it was in 1940?
3. Debate: The United States should apply for and join the Common Market.

V. A. 1. Keep scrapbooks of current historical developments.
2. List food that is part of our diet whose origin is Western Europe.
3. Do a time line showing the historical development of one country in Western Europe.
4. Collect labels of food and clothing and other items that are imported from Western Europe.
5. Where in Western Europe would you like or not like to be? Why? (Research this area for why, and write an essay)
6. Construct a chart showing the emigration of peoples from Western Europe to other countries throughout the world including the United States.

VI. A. 1. Have students enact a sociodrama - Americans commenting on Italian and French culture.
2. Invite Embassy officials or arrange a visit to one of the Embassies.
3. "20 Statement Game" - Use important leaders from Western Europe.

Suggested Activities

VII.

1. Compose newspaper front page from a large city in Western Europe.
2. Stage a "Meet The Press" program using Western European figures.
3. Examine a biography of a leading monarch or other well known political leader and make an oral presentation to the class.
4. Individual research on royal families, e.g. Queen Elizabeth, former King Constantine.
5. Make a map of Western Europe displaying each nation's flag with a picture or drawing of each present (or important past) political leader.

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EIGHTH GRADE SOCIAL STUDIES

VOCABULARY

Ancestry ("roots")
Common Market
Contemporary
Culture
Cultural Traits
EFTA, or Outer Seven
Eurasia
European Coal and Steel Community (ECSC)
Factors
Fiord
Heritage
"Micro-States"
Ocean Currents
Peaceful Co-existence
Peninsular
Prevailing Winds
Steppe
Stereotype
Tundra
Unification
Value

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EIGHTH GRADE SOCIAL STUDIES

UNIT III

EASTERN EUROPE AND THE SOVIET UNION

PARSIPPANY-TROY HILLS TOW

EIGHTH GRADE SOCIAL

EASTERN EUROPE AND THE

SUGGESTED CONCEPTS TO B

1. The Soviet Union and Eastern Europe is a massive and c

2. Diversity is a common characteristic among the cultures
unified and monolithic.

3. Communism has become, and remains, the political syst

4. Communism, as a major philosophy, has had a role in th
and religious institutions.

5. The relationships between the Soviet Union and its satell

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EIGHTH GRADE SOCIAL STUDIES

EASTERN EUROPE AND THE SOVIET UNION

SUGGESTED CONCEPTS TO BE DEVELOPED

ion and Eastern Europe is a massive and complex geographical, cultural, and historical area.

common characteristic among the cultures of the U.S.S.R. and Eastern Europe though they appear onolithic.

as become, and remains, the political system of the U.S.S.R. and Eastern Europe.

as a major philosophy, has had a role in the evolution of man's social, political, economic, institutions.

hips between the Soviet Union and its satellite nations are in a process of change.

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EIGHTH GRADE SOCIAL STUDIES

UNIT III - EASTERN EUROPE AND THE SO

SCOPE AND SEQUENCE

I. Introduction - What are the Soviet Union and Eastern Euro

II. What are the advantages and disadvantages of the Soviet U

III. What culture groups inhabit the Soviet Union and Eastern E

IV. What social, political, and economic factors were and are in the Soviet Union and Eastern Europe?

A. How has Communism attained predominance in Russi
B. How do the communist philosophies of Eastern Europ

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

UNIT III - EASTERN EUROPE AND THE SOVIET UNION

SCOPE AND SEQUENCE

- What are the Soviet Union and Eastern Europe like geographically, politically, socially, and economically?

advantages and disadvantages of the Soviet Union's immense land mass?

groups inhabit the Soviet Union and Eastern Europe?

political, and economic factors were and are responsible for the dominance of the Communist philosophy Union and Eastern Europe?

s Communism attained predominance in Russia?
the communist philosophies of Eastern Europe differ from that of the Soviet Union?

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EIGHTH GRADE

UNIT III - EASTERN EUR

Suggested Problem Areas

I. Introduction - Overview of Eurasia

Both Eastern Europe and the Soviet Union are included in the characteristic of the area?

A. Geographical
1. Which land areas are included in the term "Eurasi
2. What common and diverse geographical characteri
3. What are the effects of geography on the people of

B. Historical
1. Which historical events have tended to unify and di

C. Cultural
1. Would such a massive area tend to unify or divide
2. What are the possibilities for cultural transfers?
3. Which elements necessary for cultural transferenc

II. The Soviet Union is an immense land mass.

A. What are the advantages and problems of size?
1. How does diversity of landforms, climate and phys
2. What are some problems of size in determining cul
3. How does the size and scope of the Soviet Union affe

B. Man vs. Nature
1. In what ways have the people of the Soviet Union suc
2. What kinds of ecological problems are facing Russi

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EIGHTH GRADE SOCIAL STUDIES

UNIT III - EASTERN EUROPE AND THE SOVIET UNION

iew of Eurasia

and the Soviet Union are included in the continent of Eurasia. What are the common and diverse elements area?

l areas are included in the term "Eurasia"
mon and diverse geographical characteristics are evident in both Europe and Asia?
he effects of geography on the people of these areas?

orical events have tended to unify and divide the peoples of Eastern Europe and the Soviet Union?

n a massive area tend to unify or divide cultural groups?
he possibilities for cultural transfers?
ments necessary for cultural transference seem to be present?

n immense land mass.

dvantages and problems of size?
diversity of landforms, climate and physical shape and size affect the cultural growth of peoples within an area?
ome problems of size in determining cultural growth?
he size and scope of the Soviet Union affect its place in the contemporary world?

e
ys have the people of the Soviet Union succeeded in mastering their environment?
of ecological problems are facing Russia?

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EIGHTH GRADE SOCIAL STUDIES

UNIT III - EASTERN EUROPE AND THE SOVIET UNION

Suggested Activities

1. Library research project: Prepare written reports to be given in class on the background of revolutionary figures.

2. Who Am I? Give brief descriptions of famous people in Russian history. C n you tell who is described?

3. Make a time line showing period of early rulers.

4. Panel Discussion - "Workers of the World, Unite! You Have Nothing To Lose But Your Chains!"

5. Write a report telling of the changes that have taken place in the Eastern countries. Research recent magazines to get latest information.

6. Make a scrapbook showing the "Now" events in the Eastern countries.

7. Prepare a T.V. program - "I Was There".

8. Prepare an outline map indicating location of cities and nationality groups.

9. Research: Different groups could research the history, language, customs, and traditions of nationality groups.

10. Prepare a five minute talk on one of the following:
    a. You are a farmer working on a state farm.
    b. You are a farmer working on a collective farm.
    c. You live in Moscow.
    d. You live in Leningrad
    e. You live in Siberia

Suggested General Resourc

TEACHERS ARE URGED T
AUDIO-VISUAL HANDBOO
FOR A COMPLETE LISTIN

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EIGHTH GRADE SOCIAL STUDIES

- EASTERN EUROPE AND THE SOVIET UNION

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Suggested General Resources

TEACHERS ARE URGED TO CONSULT CENTRAL'S AND BROOKLAWN'S AUDIO-VISUAL HANDBOOKS AND THE MORRIS COUNTY FILM CATALOG FOR A COMPLETE LISTING.

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EIGHTH GRADE SOC

UNIT III - EASTERN EUROPE AN

Suggested Problem Areas

III. The Soviet Union and Eastern Europe are composed of a large nur

A. What is the significance of majority and minority groups in

B. What is the historical background concerning the formation

C. What is the extent of the development of sub-cultures in the

D. What is the nature of suppression, if any, directed at mino

E. Would the creation of cultural unity be desirable in the U.S.

F. What problems face the U.S.S.R. and Eastern Europe in cr

IV. What social, political, economic factors were and are responsibl
Soviet Union and Eastern Europe?

A. Soviet Union
1. How has Communism attained predominance in the Sovi
2. In what ways has Communism succeeded in the Soviet U
3. In what ways has it failed?
4. Do the successes outweigh the failures?
5. What is the prognosis for the future?

B. How do the Communist philosophies of Eastern Europe diffe

C. Eastern Europe
1. How has Communism attained predominance in the cour
2. In what ways has communism succeeded in Eastern Eur
3. In what ways has it failed in Eastern Europe?
4. Do the successes outweigh the failures?
5. What is the prognosis for the future?

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EIGHTH GRADE SOCIAL STUDIES

NIT III - EASTERN EUROPE AND THE SOVIET UNION

ope are composed of a large number of diverse culture groups.

majority and minority groups in the Soviet Union and Eastern Europe?

round concerning the formation of such groups?

elopment of sub-cultures in the U.S.S.R. and Eastern Europe?

ssion, if any, directed at minority groups?

al unity be desirable in the U.S.S.R. and Eastern Europe?

.S.R. and Eastern Europe in creating cultural unity?

actors were and are responsible for the dominance of the Communist philosophy in the

tained predominance in the Soviet Union?
unism succeeded in the Soviet Union?
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sophies of Eastern Europe differ from that of the Soviet Union?

tained predominance in the countries of Eastern Europe?
nism succeeded in Eastern Europe?
d in Eastern Europe?
gh the failures?
r the future?

Suggested Activities

11. Present a news program with an announcer and reporters. Each reporter is representing one part of the Soviet Union and is to tell what is going on there today.

12. Research: Ask students to report on Russian participation in recent Olympics, cultural exchange programs with U.S., international fairs, and mutual pacts.

13. Panel Discussion - Soviet Athletes vs. American Athletes.

14. Prepare a debate on the topic: Resolved: "The U.S. program of containment has prevented the spread of Soviet power and influence in the world.

15. Committee could be appointed to investigate the types and amounts of aid given by Soviet Union and the United States. Present information to class in the form of a chart or graph.

16. Bulletin board display on "The Cold War".

17. Committees to report on:
    a. The Study of Science and Mathematics
    b. Freedom of Expression and Research
    c. Organization and Control
    d. The Incomplete Secondary School

18. Have students compare their schooling with that of the Soviet Union - courses, length of school day, week, year, examinations.

19. Panel discussion - is the Soviet Union school system superior to the American school system in building patriotism and nationalism?

Suggested Activities

20. Take class to see a Russian Ballet, if possible.

21. Dr. Zhivago might be read and discussed.

22. Ask science teacher to talk to class about Russia's space program.

23. Have a group discussion on the old Russian saying, "Russia is not a country, but a world".

24. Group work - Have different groups report on Russia"s space programs. Compare programs with those of the U.S.

25. Ask the Music Department to talk about Soviet music and dance, playing records to illustrate.

26. Make use of "Geography Island" or "Mystery Island" techniques with the ethnic groups of the Soviet Union. Include contributions of each group to the entire Soviet Nation and society; also conflicts arising from the differences in cultural contributions.

27. Compile a Russian literary magazine with illustrations using poetry, short stories (complete or excerpts) and selections from novels (could be used in any of the regional units).

28. Students prepare slides, collages, etc., depicting characteristics of the various ethnic groups of the Soviet Union.

29. Dramatizations - Students prepare and deliver selected readings from Russian literature, e.g. Vertushenko's description of the death of Stalin.

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EIGHTH GRADE SOCIAL STUDIES

UNIT III - EASTERN EUROPE AND THE SOVIET UNION

Vocabulary

Chernozem
Communism
Continental Ice Sheet
Cultural Transfer
Diversity
Eurasia
Frozen Ground
Glaciated
Hydroelectric
Icebreakers
Land-locked
Liberated
Loess Soil
Permafrost
Podzal
Slavic
Socialist
Soviet
Steppe
Taiga

Suggested Activities

30. Prepare scouting reports to a Russian ruler on an exploratory expedition from Moscow eastward into the Russian interior. Include facets such as sources of food for a following army, physical obstacles, and receptivenss of the areas' populaces.

31. Contrast and compare, both in ideal situation and contemporary practical application, the American Declaration of Independence and Bill of Rights, the French Rights of Man and the Soviet Constitution.

32. Phrase-A-Day - Examine simple, everyday phrases in the Russian language and memorize and use both in and outside the classroom with students.

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EIGHTH GRADE SOCIAL STUDIES

UNIT IV

LATIN AMERICA

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EIGHTH GRADE SOCIAL STUDIES

LATIN AMERICA

SUGGESTED CONCEPTS TO BE DEVELOPED

1. To develop an appreciation of the Spanish-Portuguese heritage in Latin America.
2. To gain an awareness of the complex mixture of races, nationalities, ethnic and cultural groups.
3. The effect of the military on the economic, social, and political structure.
4. To understand the role of the church in the cultural patterns of Latin America.
5. To comprehend the extremes of poverty and wealth.
6. To gain knowledge of the class structure.
7. To become aware of the influence of the United States on Latin America.
8. To understand the factors which limit and the factors which help to develop the present economic pursuits.
9. To gain an awareness of the political structure and the influences of communism.
10. To understand the role of education in Latin American society.
11. To recognize the important geographic features and their effect upon the culture of Latin America.

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EIGHTH GRADE SOCIAL STUDIES

UNIT IV LATIN AMERICA

SCOPE AND SEQUENCE

I. Why have Latin American countries been going through revolutions for the last several de

II. What are the relationships of geographic features to the economy and development of Latin

III. Is Latin America limited because of a lack of diversified economy?

IV. Is Latin America more harmed or helped by the complex racial mixtures?

V. How has Latin America's strong religious background influenced her development?

VI. Are educational changes needed in Latin America in order to improve its standard of livin

VII. Has United States influence been an aid or a hindrance to the development of Latin Americ

VIII. What problems come about because of the extremes of poverty and wealth in Latin Americ

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

UNIT IV LATIN AMERICA

SCOPE AND SEQUENCE

ies been going through revolutions for the last several decades?

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e of a lack of diversified economy?

r helped by the complex racial mixtures?

religious background influenced her development?

n Latin America in order to improve its standard of living?

an aid or a hindrance to the development of Latin America?

se of the extremes of poverty and wealth in Latin America?

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EIGHTH GRADE SOCIAL STUDIES

UNIT IV LATIN AMERICA

IN ADDITION TO THE SKILLS LISTED IN THE BEGINNING OF THIS GUIDE, THE STUDENT

1. Using problem-solving techniques

2. Thinking
   a. Remembering (recall of facts, generalizations, concepts re: Latin America)
   b. Translating - explaining in own words the meaning of a concept, idea, etc. (e.g. th words a chart of Latin American resources).
   c. Interpreting - making comparisons, cause-effect, finding facts to support generaliza or other information (e.g. comparison of economic levels in Latin America)
   d. Application - of learning in classroom to reports, projects, etc. (e.g. the student w of goods, clothing, etc.)
   e. Analysis - separation into basic parts to understand organization (e.g. the student wi to understand the lack of skilled workers in Latin America.)
   f. Synthesis - putting ideas or materials together to create meaningful patterns (e.g. th solutions to the various problems of Latin America - poverty, education, geographic.
   g. Evaluation - making responsible judgements based on all thinking skills (e.g. the stud can be made more meaningful.)

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

UNIT IV LATIN AMERICA

D IN THE BEGINNING OF THIS GUIDE, THE STUDENT WILL DEVELOP HIS SKILLS IN:

es

s, generalizations, concepts re: Latin America)
wn words the meaning of a concept, idea, etc. (e.g. the student will be able to explain in his own
ican resources).
risons, cause-effect, finding facts to support generalization, drawing conclusions from statistics
omparison of economic levels in Latin America)
lassroom to reports, projects, etc. (e.g. the student will be able to prepare, construct an exhibit

sic parts to understand organization (e.g. the student will separate vocations into its basic parts
led workers in Latin America.)
naterials together to create meaningful patterns (e.g. the student, using his knowledge, will create
ems of Latin America - poverty, education, geographic.)
ble judgements based on all thinking skills (e.g. the student will decide how the study of Latin America
l.)

Suggested Problem Areas

I. Latin America is like a large pot over a fire - quietly bubbling above, bus

A. Why have Latin American countries been going through revolutions
the same kind of revolution?
1. What is a revolution?
2. What kind of revolutions were there?
3. Are all the revolutions alike?
4. What is happening now in Latin America?

II. Latin America has mountains, jungles, plains, deserts, and the world's
geographic features to the economy and development of Latin American c

A. Do the geographic features present difficulties that is impossible fo
1. Do these cause definite limitations in the development of the na
2. What are ways that these limitations could be conquered?
3. What is preventing Latin America from making these changes?

B. What are the improvements that have been made in Latin America t

III. Is Latin America limited because of a lack of diversified economy?

A. What are the products of Latin America and where do they come fr
1. How much is consumed by Latin America?
2. What is the extent of their exports?
3. What is the extent of their imports?

B. Are there political ties to other countries that limit the free flow a
1. Political alliances?
2. Economic alliances?
3. Outside capital control?

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

UNIT IV LATIN AMERICA

ot over a fire - quietly bubbling above, busily boiling below, occasionally spilling over.

countries been going through revolutions for the last several decades? Has every country had
n?

ons were there?
s alike?
w in Latin America?

jungles, plains, deserts, and the world's longest river. What are the relationships of these
omy and development of Latin American countries?

s present difficulties that is impossible for man to conquer?
e limitations in the development of the nation industrially and in other ways?
ese limitations could be conquered?
tin America from making these changes?

s that have been made in Latin America to upgrade the standard of living for all Latin Americans?

e of a lack of diversified economy?

Latin America and where do they come from?
d by Latin America?
their exports?
their imports?

other countries that limit the free flow and distribution of Latin American products?

l?

Suggested Activities

I. A. Do biographical sketches of outstanding leaders and their influences on government (e.g. Castro and his rise to power).
B. Draw political cartoons.
C. Debate: "Resolved that there should be a United States of Latin America".
D. Debate: "Resolved that progress in Latin America will never overcome the twin burdens of mountains and tropical rain forests".
E. Make a slide and tape series on political revolution.

II. A. Make a relief map of Latin America showing important geographic features including landforms, plains, deserts, mountains, and rain forests.
B. Give the problems that have to be overcome before Latin America can make full use of its resources.
C. Make a relief map of Latin America to show important geographical features, especially landforms.
D. Make dioramas of the geography of Latin America.
E. Make a climate map of Latin America.
F. Play "Where Am I" to review identification of different Latin American countries.

III. A. Make a product map of Latin America - use 3 D symbols, especially for minerals.
B. Make a pictorial map of imports and exports of Latin America.
C. Construct a circle graph and show percentage of exports.
D. Conduct a mock meeting of the O.A.S. Have one or more students represent each Latin American nation. Decide on and research problems of each nation to be discussed and studied at meetings. Have someone represent the United States. What kind of help would the United States give?

Suggested Gener

IT IS HIGHLY R
AUDIO-VISUAL
USED IN THE F

Brooklawn

Books

Anglo-America/
The Wide World
Caribbean Lands
World Resource

Filmstrips

#176 Ferment i
#86 The Histor
#87 The Geogr
#91 Industries
#92 The People
#180 The People
#315 Chile w/re
#316 El Peru w/
#317 Venezuela
#318 La Argenti
#319 Colombia

Ditto Masters (B

2 Latin Ame
3 Latin Ame
6 World-Map

See Block-Of-Tir
and Scope under

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

outstanding leaders
rnment (e.g. Castro

e should be a United

ress in Latin America
burdens of mountains

on political revolution.

merica showing important
landforms, plains,
forests.
o be overcome before
l use of its resources.
merica to show important
ially landforms.
phy of Latin America.
America.
identification of different

America - use 3 D symbols,

orts and exports of Latin

show percentage of exports.
he O.A.S. Have one or
h Latin American nation.
lems of each nation to be
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What kind of help would

Suggested General Resources

IT IS HIGHLY RECOMMENDED THAT CENTRAL AND BROOKLAWN'S AUDIO-VISUAL GUIDES AND THE MORRIS COUNTY FILM GUIDE BE USED IN THE FINDING OF ADDITIONAL RESOURCE MATERIALS.

Brooklawn

Books

Anglo-America/Latin America, W.H. Sadlier Inc.
The Wide World, Macmillan Co.
Caribbean Lands, Fideler Company
World Resources, Ginn & Company

Filmstrips

#176 Ferment in the Caribbean
#86 The Historic Background
#87 The Geography of South America
#91 Industries and Products
#92 The People of South America
#180 The People of South America
#315 Chile w/record
#316 El Peru w/record
#317 Venezuela w/record
#318 La Argentina w/record
#319 Colombia w/record

Ditto Masters (Booklets)

2 Latin America - Part 1 - Map Reading
3 Latin America - Part 2 - Map Reading
6 World-Map Reading

See Block-Of-Time Booklet for additional materials in Jr. Scholastic, World Week, and Scope under heading "Latin America".

Suggested Problem Areas

IV. Is Latin-America more helped or harmed by her complex r

A. In what ways might the complex racial mixtures help

B. In what ways might the complex racial mixtures limit

C. Is she more harmed or more helped?

V. Latin America has a strong religious background. How has

VI. Are educational changes needed in Latin America in order

VII. Has United States influence been an aid or a hindrance to th

A. In what ways has United States influence been an aid?
B. In what ways has United States influence been a hindr
C. Has United States influence been more of a help or a

VIII. Extremes of poverty and wealth exist in Latin America.

A. What problems come about as a result of this conditi

B. Can there be solutions to these problems? How?

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

l or harmed by her complex racial mixtures?

complex racial mixtures help in Latin American development?

complex racial mixtures limit her development?

more helped?

eligious background. Hov has this influenced her development - politically, economically, culturally, historically?

ed in Latin America in order to improve its standard of living?

en an aid or a hindrance to the development of Latin America?

States influence been an aid?
States influence been a hindrance?
nce been more of a help or a hindrance?

h exist in Latin America.

ut as a result of this condition?

these problems? How?

Suggested Activities			Suggested Resour
IV.	A.	Interview a person whose family has a Latin background.	Central
	B.	Make a tape recording of language spoken in Latin America. Perhaps teach students some Spanish during the unit.	The Wide World,
	C.	Dress dolls in native costumes	Filmstrips
	D.	Write an essay developing the idea that the variety of races and cultural backgrounds which characterize Latin America has been, or has not been, a healthy and positive force for advancement.	#430-435 A Histo Parts I #242 Cuba: H #384 Old and #365 Chile #865 The Al #611 Industr
V.	A.	Stage a religious festival (e.g. fiesta, pinata, etc.)	
	B.	Construct a graph or chart showing the percentages of various religions.	
	C.	Plan a Latin American Christmas celebration.	For oth
	D.	Plan a slide or opaque presentation of religious influence on art and architecture.	
VI.	A.	Role play a school day in one of the Latin American countries.	
	B.	Construct a graph showing the percentage of literacy in Latin American countries.	
	C.	Compare educational opportunities in Latin America with the United States	
VII.	A.	Debate: "Resolved that the United States policies in Latin America have helped the development of Latin America."	
	B.	Panel discussion on whether United States has been an aid or a hindrance to the development of Latin America.	
	C.	Make an oral or written report on the failures or successes of United States aid.	
	D.	Play "Who Am I" to review important people in history of Latin America, e.g. Bolivar.	

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

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United States has been
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d.
portant people in
. Bolivar.

Suggested Resources

Central

The Wide World, workbook, Macmillan Co.

Filmstrips

#430-435	A History of Mexican Civilizations, Parts I - VI
#242	Cuba: From Friend to Foe
#384	Old and New in South America
#365	Chile
#865	The Alliance for Progress Faces a Challenge
#611	Industrial South America

For others see Filmstrip Guide

Suggested Activities

VIII.
A. Make a pictorial chart comparing population, area, and standards of living of Latin America and United States.
B. Role-play occupations - social classes.
C. Prepare a filmstrip showing the extremes of wealth and poverty in Latin America
D. Write playlets or skits to show living conditions and significant problems in Latin America.

Additional Activities:

A. Cut out and bring to class news articles about Latin America. Arrange a tackboard display. Use some of the headings related to concepts or content.
B. Develop a set of slides of some aspect of the study of Latin America. Tape a recording of a narration to accompany the picture (See AVA)
C. Publish a class newspaper as a culminating activity.
D. Inquire about the work of the Peace Corps in Latin America.
E. Make an 8mm movie showing any aspect of Latin America (See AVA)

Suggested Resources

MORRIS COUNTY

#3-1318	The Ancie
#3-1315	Why The
#3-876	Early Am
#3-964	Round Tr
#3-864	Central A
#3-873	Coastal L
#3-989	West Indie
#3-1314	Puerto Ric
#3-972	South Ame
#3-806	Chile, EB
#3-1393	Argentina
#3-895	Horsemen
#3-981	Tropical
#3-945	Peru, EBF
#3-894	Highlands
#3-934	Natives of

RSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

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America and United

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extremes of wealth

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erica.

rticles about
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to concepts

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recording
picture

ulminating

ce Corps in

aspect of

Suggested Resources

MORRIS COUNTY AVA (BOTH SCHOOLS)

#3-1318	The Ancient New World, Churchill 16 min.
#3-1315	Why The New World Was Explored, FA 12 min.
#3-876	Early American Civilization, Cor. 13 min.
#3-964	Round Trip (World Trade) EBF 19 min.
#3-864	Central America, EBF 11 min.
#3-873	Coastal Lowlands of Central America, MH 19 min.
#3-989	West Indies, EBF 11 min.
#3-1314	Puerto Rico, EBF 20 min.
#3-972	South America, MH 20 min.
#3-865	Chile, EBF 11 min.
#3-1393	Argentina, Univ. Ed. 20 minutes
#3-895	Horsemen of the Pampa, UW 20 min.
#3-981	Tropical Lowland (Amazon), UW 20 min.
#3-945	Peru, EBF 1 min.
#3-894	Highlands of the Andes (Peru), UW 20 min.
#3-934	Natives of Guatemala, Bailey, 10 min.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

VOCABULARY

Alliance for Progress
Anti-U.S. feeling
Aztecs
Communist Activity
Conquistadores
Coups
Creoles
Descendants
Dictatorships
Hacienda
Illiteracy
Incas
Inquisition
Land Reform
Latin America
Mayas
Mestizo
Pan-American
Peon
Peso
Population Explosion
Poverty/Wealth
Revolution
Rural
Siesta
Student Unrest
Subsistence
Tropical

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

UNIT V

ANGLO - AMERICA

PARSIPPANY-TROY HILLS TOWNSHIP SCHOO

EIGHTH GRADE SOCIAL STUDIES

UNIT V ANGLO-AMER

SUGGESTED CONCEPTS TO BE DEVELOPED

1. Regional characteristics within Anglo-America which express the indivi
2. Interdependence of regions within the United States and Canada as well a
3. Many sub-cultures in Anglo-America have necessitated a greater deman
4. Abundance of natural resources in Anglo-America has made it possible
and help meet the needs of other areas throughout the world.
5. Many nationalities have made and continue to make contributions to the
6. There are historical developments common to both Canada and the Unite
influence on the contemporary development of Anglo-America - especia
7. Opportunities for progress exist in Anglo-America where people proper
8. Anglo-America exhibits contrasting climates.
9. Geographical features in Anglo-America made it accessible and desirab
10. Canada and the United States exhibit vigorous economic and political coo
common border separating them.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

UNIT V ANGLO-AMERICA

SUGGESTED CONCEPTS TO BE DEVELOPED

within Anglo-America which express the individuality of people and their environments.

ns within the United States and Canada as well as between these two nations.

glo-America have necessitated a greater demand for tolerance and understanding.

ources in Anglo-America has made it possible to extend economic activity beyond Anglo-America
f other areas throughout the world.

ade and continue to make contributions to the development of Anglo-America.

lopments common to both Canada and the United States which have had a profound
rary development of Anglo-America - especially culturally, economically, and politically.

s exist in Anglo-America where people properly assess the worth of their resources.

ontrasting climates.

Anglo-America made it accessible and desirable for colonization by early Western man.

es exhibit vigorous economic and political cooperativeness that readily transcends the
g them.

PARSIPPANY - TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

UNIT V ANGLO-AMERICA

SCOPE AND SEQUENCE

I. Has history made us friends? Is economics making us partners? Will necessity make us allies?

II. Why does the United States have such a large share of the world's wealth? What is the responsibility of the United States towards the rest of the world in sharing this wealth?

III. In what ways have the various cultures helped in the development of Anglo-America? In what ways have the various cultures caused problems within Anglo-America?

IV. What effects has urbanization had on the development of Anglo-America?

PARSIPPANY-TROY HI

EIGHTH GRADE

UNIT V

Suggested Problem Areas

I. President Kennedy made this statement in 1961: "Geogra
made us partners/ and necessity has made us allies."

A. Has history made us friends?
B. Is economics making us partners?
C. Will necessity continue to make us allies?

II. Around 1960, a Missouri school superintendent tried to p
If, he said, the 2,730,000,000 persons in the world were

*60 persons would repre
*940 would represent all
*60 Americans would re
*940 other people would
*300 of the town's people
*700 would be of other r
*303 would be whites
* 697 would be non-white

*The 60 Americans woul
*The 60 Americans woul
*The lowest income grou
*The 60 Americans woul
50 times as much steel;

A. Why does the United States have such a large shar
1. How has the physical geography and climat
2. How have the political and economic systen
3. In what ways have the American culture an
4. What major events in history have profoun

B. What is the responsibility of the United States towa

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

UNIT V ANGLO-AMERICA

tatement in 1961: "Geography had made us neighbors. History has made us friends. Economics has
ty has made us allies."

iends?
s partners?
to make us allies?

ol superintendent tried to present a picture of the world in terms that his students could understand.
persons in the world were compressed into a single town of 1000 people, the following contrasts could be seen:

*60 persons would represent the United States of America
*940 would represent all others
*60 Americans would receive one-half the income
*940 other people would share the other half
*300 of the town's people would be Christians
*700 would be of other religious faiths
*303 would be whites
*697 would be non-whites

*The 60 Americans would have a life expenctancy of 70. The expectancy of all the others would average under 4(
*The 60 Americans would consume 15% of the town's food supply.
*The lowest income group of the Americans would be better off than the average of the other 940.
*The 60 Americans would have 12 times as much electricity, 22 times as much coal; 21 times as much oil; 50 times as much steel; 50 times as much general equipment as the 940 remaining members of the town.

tes have such a large share of the world's wealth?
sical geography and climate of Anglo-America contributed to this wealth (landforms and water bodies)?
itical and economic systems caused the development of this wealth?
e the American culture and spirit contributed toward the wealth of the United States?
ts in history have profoundly influenced the accumulation of this wealth?

y of the United States toward the rest of the world in sharing this wealth?

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

UNIT V

ANGLO-AMERICA

Suggested Activities

I. Display a large picture of President Kennedy featuring the quotation, "Geography has made us neighbors. History has made us friends. Economics has made us partners; and necessity has made us allies".

This can be done individually, dividing the class into two groups of disagree and agree, or dividing the class into four groups - geography, history, economics, and necessity. Then let the individuals or above groups prove or disprove President Kennedy's statement by researching and reporting on the following suggested items:

Oregon Territory	Trade agreements
St. Lawrence Seaway	Fishing
Revolutionary War	Draft evaders
War of 1812	Industry
Treaty of 1819	Defense (DEW)
Great Lakes	Highways (Alcan) -roads-railroads
Niagara Falls	Customs

As a culminating activity, results pro and con can be displayed along with picture and quote.

II. All of the following may be used develop Problem Area II.

A. Based on Problem II statistics, develop the following:
1. Model of town to scale
2. Graphs
3. Charts
4. Bulletin board models cut to scale
5. A class situation illustrating the economic relationship among the 1,000., e.g. distribute candy, paper, pencils, pass privileges, etc.

Suggested General R

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MORRIS COUNTY AV

#3-845	Alaska-4
#3-979	Territori
#3-1335	Hawaii's
#3-980	This Is N
#3-901	Industrial
#3-871	Conne cti
#3-985	Vermont,
#39-932	Middle St

RSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

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DEW)
(Alcan) -roads-railroads

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vileges, etc.

ANGLO-AMERICA

Suggested General Resources

TEACHERS ARE URGED TO CONSULT CENTRAL'S AND BROOKLAWN'S AUDIO-VISUAL HANDBOOKS AND THE MORRIS COUNTY FILM CATALOG FOR A COMPLETE LISTING

MORRIS COUNTY AVA

#3-845	Alaska-49th State, EBF, 16 min.
#3-979	Territorial Possessions of the U.S., Inter. Geo. Pictures, 22 min.
#3-1335	Hawaii's History, Film Assoc, 13 min.
#3-980	This Is New Jersey, Bell Telephone, 30 min.
#3-901	Industrial Lakeport (Buffalo, N.Y.), U.W. 20 min.
#3-871	Connecticut, Dudley, 10 min.
#3-985	Vermont, Dudley, 10 min.
#39-932	Middle States, EBF, 20 min.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

UNIT V ANGLO-AMERICA

Suggested Problem Areas

III. In what ways have the various cultures helped in the development of Anglo-America? In what ways have the various cultures caused problems? (e.g. differences in customs, languages, nationalism, religion, etc.)

IV. What effect has urbanization had on the development of Anglo-America?

Suggested Activities

II. B. Read biographies. Find the areas where human spirit helped to develop our cultural and economic wealth, e.g. Carnegie, Lindbergh, Rockefeller pioneers, Nixon, F.D.R.

C. Relate the surges of prosperity in national wealth with events of the time.

D. Debate: "The United States should be required to share its wealth with other nations less fortunate to help raise their standard of living.

III. All of the following activities can be used to develop Problem Area III.

A. Have students find out their ancestral backgrounds and interview, if possible, to discover contributions made to Anglo-American culture by ethnic groups and people of other nations.

B. Trace the contributions of immigrants to Anglo-American culture by using stories and biographies.

C. Use filmstrips and records on minorities (Warren Schloat)

D. Have students bring in newspaper articles that deal with problems involving ethnic or nationality groups. Discuss.

E. Discuss "What's Right, What's Wrong" in America. Do some of these problems occur because of a mingling of cultures?

Suggested Activities

IV. Discuss:

A. Problem of over-crowding dealing with their experiences, eg. classroom, cafeteria, halls. What difficulties occur? e.g. paper on floor, irritability, etc. Compare to slums, ghettos.

B. Using material from "Earth Day", trace back where major problems have occured. Why?

C. Panel discussion on problems of cities, e.g. pollution, crowding, taxes, transportation, housing, etc.

D. Using a physical map, deduce why cities are located where they are. What features of geography have contributed to their location.

E. Develop a discussion on urbanization, using wall map, "Cities in Crisis" from the Newsweek magazine Educational Division.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

UNIT V — ANGLO-AMERICA

Additional Activities

1. Construct a physical map showing landforms and water bodies.

2. Develop a comparative map study which relates topography to climate, farm production, population, density, and industrial development.

3. Conduct a "news media" search, in which students are asked to note how the various sections or regions of Anglo-America are referred to in the press, radio, and television. Compare to knowledge developed from the physical map.

4. Make a resource map of Anglo-America.

5. Debate: The American Indian today is less than a second-class citizen.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

YOU AND MAN IN THE WESTERN WORLD

SUGGESTED CULMINATING ACTIVITIES

The following activities are of the type which can be used at the end of the year. Students will hav
from the various units:

1. Plan a World's Fair. What would you select from each country to display at the fair?
2. Pretend you are a Peace Corps representative. In what way would you be most interested in
3. Have students simulate any world body (UN, World Court, Red Cross, World Health Organiz
   solution of a problem.
4. Design an international magazine complete with advertising, editorials, visuals, etc.
5. Design an international mural using mosaics, paints, posters, etc.

ARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

YOU AND MAN IN THE WESTERN WORLD

S

hich can be used at the end of the year. Students will have to draw upon their learnings

ou select from each country to display at the fair?
resentative. In what way would you be most interested in helping? In which country?
ody (UN, World Court, Red Cross, World Health Organization) working towards the

mplete with advertising, editorials, visuals, etc.
mosaics, paints, posters, etc.

APPENDIX

William Rose Benet, The Reader's Encyclopedia, 2nd Ed., N.Y. Thomas

DEVOTIONS UPON EMERGENT OCCASIONS (1624)

A series of meditations on the "Variable, and therefore miserable c
The work was ostensibly written during a long, grave illness. Its s
complex. It contains the famous passage from which Ernest Heming
The Bell Tolls (1940).

> "No man is an Iland, entire of it selfe; every man is a pie
> a part of the maine; if a Clod bee washed away by the Sea,
> as well as if a Promontorie were...;any man's death dimi
> I am involved in Mankinde; And therefore never send to kn
> bell tolls; It tolls for thee."

Joseph, Bertram Leon, "John Donne:" Cassell's Encyclopedia of World Lite

> "Donne's was a nature that abhorred half-measures. Fron
> a Roman Catholic upbringing, rejecting religion, he plunge
> intensity. His zest included learning, loving and a thirst f
> loyal, and kind, he was charitable in prosperity. The abil
> tal relationships, explaining them in unexpected analogies,
> and the imagery of his verse."

Kunitz, Stanley J. and Howard Haycraft, N.Y. The H.W. Wilson Co. 1952,

> "There was living with Egerton his dead wife's niece, a six
> Donne, ten or twelve years her senior, fell violently in lov
> and when the secret was exposed, Donne was ruined. Anne
> helped him arrested, Sir Thomas discharged him, and the
> lived from hand to mouth, on the bounty of friends and acqu
> that Donne called them a "hospital" and a "prison" Gradua
> and help of a few sympathetic persons of influence... This
> lasted for some twelve or thirteen years....Donne was fina

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

er's Encyclopedia, 2nd Ed., N.Y. Thomas Y. Crowell Co. 1965, p. 267.

T OCCASIONS (1624)

n the "Variable, and therefore miserable condition of Man" by John Donne.
written during a long, grave illness. Its style is highly metaphorical and
famous passage from which Ernest Hemingway drew the title of For Whom

Iland, entire of it selfe; every man is a piece of the Continent,
aine; if a Clod bee washed away by the Sea, Europe is the lesse,
Promontorie were...;any man's death diminishes me, because
n Mankinde; And therefore never send to know for whom the
ls for thee."

onne" Cassell's Encyclopedia of World Literature, N.Y. Funk and Wagnalls Co., Inc. 1953, p. 846.

nature that abhorred half-measures. From the restrained uneasy atmosphere of
lic upbringing, rejecting religion, he plunged into London life with compensatory
zest included learning, loving and a thirst for martial glory. Essentially honest,
, he was charitable in prosperity. The ability of his mind to perceive fundamen-
s, explaining them in unexpected analogies, accounts for the tone of his sermons
y of his verse."

Havcraft, N.Y. The H.W. Wilson Co. 1952, British Authors Before 1800 A Biographical Dictionary p. 157-158

ing with Egerton his dead wife's niece, a sixteen-year-old girl named Anne More.
welve years her senior, fell violently in love with her. They were secretly married,
ecret was exposed, Donne was ruined. Anne's father had him and the friends who
sted, Sir Thomas discharged him, and the young couple, without an income,
l to mouth, on the bounty of friends and acquaintances, in quarters so cramped
d them a "hospital" and a "prison" Gradually Donne gained the patronage
w sympathetic persons of influence... This time of humiliation and poverty
twelve or thirteen years....Donne was finally ordained in 1614."

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

"Anne Donne had died in 1617. In the sixteen years of her married life, she had borne twelve children (of whom only seven survived her), and she was only thirty-two when she died in childbed"....."Donne loved her passionately and his love poems after he met her are all to her. The fact that he reared his large family without remarrying - almost an unknown thing in his day - attests to his lasting love and grief".

"In 1623 Donne himself was very ill with typhoid fever. It was during this time that he wrote his beautiful Devotions - one of which Ernest Hemingway's For Whom The Bell Tolls suddenly brought into public attention in 1940. They are all worthy of similar resurrection.

In 1621 - became Dean of St. Paul's. "His sermon's crowded the cathedral; he was without a doubt the greatest preacher of his time. It did him no harm also that he was markedly handsome and had a most musical voice. His extraordinary memory enabled him to draw upon never-failing stores of learning. He felt his responsibilities to his church duties keenly, and though from 1629 to his death he was practically an invalid, living with his widowed daughter and forced to spare himself of all possible activity, he rose actually from his deathbed to preach his last sermon. It was shortly before this that he had stood (not sat) to a sculptor, draped in a funeral shroud, for the monument which an admirer later erected to his memory in St. Paul's. It is one of the few monuments which escaped both the Great Fire of London and the bombing of World War II."

....Probably there would have been no school of "metaphysical poets" without Donne,...."